



# Thirteen Guiding Principles

Thirteen guiding principles are presented in the *Indian Education Paper – Phase I*. These serve as a guide to the operations of the department's Education Program. The entire education review is based on these principles as is the general orientation proposed by the Education Directorate and accepted by departmental management. Because these principles are considered to be crucial, they are restated and listed here under headings which constitute the four main areas studied in the paper.

## Quality of Education

- 1 Indian education strengthens the learner's cultural identity.
- 2 Indian education helps the students develop what are considered the basic learning skills such as language and number work.
- 3 A basic goal of education for Indians is that each student should have the opportunity to achieve to the limit of his or her capabilities.
- 4 Indian education contributes to the development of the community, helping it to meet its social and economic goals. It provides skilled workers for jobs in the community and increases its members' skills so that they can increase their chances for employment.
- 5 The quality of Indian education is in line with Canadian provincial standards, and the department is responsible for ensuring this.
- 6 The standards used for the construction and maintenance of Indian schools are based on those used in the provinces.

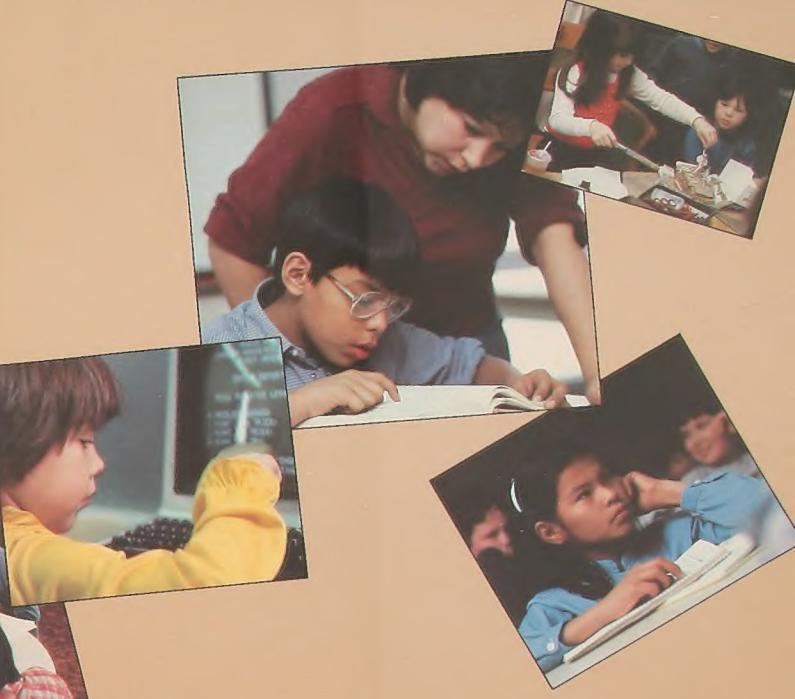
## Indian Control

- 7 According to the **Indian Act**, the minister is responsible for Indian education and must account to Parliament for the tax monies invested in education and the success rate of the education programs.
- 8 The responsibility for delivering Indian education programs is transferred to the education authorities of the bands in cases where the bands request the transfer, where suitable financial agreements or arrangements are reached and where bands have had the opportunity to develop the necessary managerial skills.
- 9 According to the financial agreements or arrangements, Indian education authorities must account to the minister for all public monies provided.
- 10 Indian education authorities represent the parents in their communities and are responsible to them for setting the educational policies, planning and carrying out the education programs and ensuring the quality of education.
- 11 The department supports a more authoritative role for the Indian community in provincial education systems and greater interaction of Indian and provincial education authorities.

## Education Management Framework

- 12 The Indian education system is comprehensive. Services are delivered by a variety of Indian and other education authorities.
- 13 Levels of funding and methods used to determine funding for Indian education can be compared to those used in the provinces with costs added in to allow for the differences of the administration, the design and the provision of educational programs for Indians.

## Funding



## Discussion Points

The following list of discussion points can be used in consultations between the Indian people and representatives of the department of Indian affairs and northern development. They are listed under the general problem area to which they relate.

### Quality of Indian Education

- 1 Cultural education has a vital role in programs for Indian students.
- 2 Parents are aware enough as to whether or not their children are receiving a good education.
- 3 Student learning should be measured regularly to ensure that Indian education is moving towards the goals which have been set.
- 4 The teacher is one of the more important factors in quality education.
- 5 Parents have a role to play in their children's school education.
- 6 Changes in current curriculum ought to be made to improve the quality of Indian education.
- 7 Support services should be redesigned according to current needs of Indian students.

### Local Control of Indian Education

- 1 It is necessary for each band to come to terms with what "control of education" means.
- 2 What is needed is for Indian people to exert more influence on provincial education authorities.
- 3 The extent to which curriculum can be determined by the school staff should be established.
- 4 Clarification should be made regarding requirements a band should meet in order to take over its education system.
- 5 The role and responsibilities of Indian education authorities and the department of Indian affairs and northern development in all educational programs should be clearly spelled out, even if that requires a change to federal legislation.
- 6 It is necessary for the minister to state those responsibilities he has which cannot be delegated to an Indian education authority.

### Education Management Framework

- 1 Greater coordination of the band, federal and provincial school systems should be implemented.
- 2 The federal and band systems should be complete in themselves in that they provide all necessary educational services.

### Funding

The funding pattern of Indian education should be closely related to the neighbouring provincial jurisdiction.

